**Lesson Title:** Adjustment, Filming, and Celebration

**Name of Corresponding Unit:** Our Unique Place

**Creator:** Rachael Gustaveson and Anne Lessard

**Grade level(s):** 7

**Recommended Duration:** 80 minutes

**Essential Question:** How does place influence a person?

**Specific Learning Goals for this lesson:**

* Students will know:
* Woodstock, Vermont's characteristics in terms of the themes of geography
* There is a history of stewardship in Vermont, in particular Marsh-Billings-Rockefeller National Historic Park (MBRNHP)
* Students will understand:
* Stewardship is a personal responsibility.
* Individuals influence where they live and others that live in that place.
* Place influences people.
* Students will be able to:
* Apply the five themes of geography to the Marsh-Billing-Rockefeller National Historical Park (MBRNHP)

**Lesson Overview:**

Students improve their presentations in response to feedback given by the experts. Once students have polished their presentations, they will film and edit them for final submission. On the last day, students will participate in a final celebration at the Marsh-Billings-Rockefeller National Historic Park.

**Description & Sequence:**

1. Pass back feedback from experts.
2. Allow students to adjust and improve presentations.
   1. Practice one last time before filming, if needed.
3. Film presentations
4. Allow students time to edit presentations before final submission.
5. Submit filmed presentation.
6. Celebrate at MBRNHP!
   1. During the evening, the students chosen by the panel of experts will present their themes to the public at MBRNHP.
   2. Friends and family are invited to listen to the presentations and partake in light refreshments.

**Pre-Assessment:**

N/A

**Summative Assessment:**

Students will film their final presentations, which will then be assessed for their final grade. Films will be distributed to elementary and local libraries.

How will you **Differentiate Instruction** for various learners?

Students who are experts with technology will be responsible for shooting editing films. On this filming day, students should have received enough support along the way to be able to participate fully in the presentation.

**Student-centered learning:**

*Collaboration –* Students are presenting in their groups.

*Authentic Audience* – Students are being filmed while presenting. These films will be distributed and in use at other libraries and MBRNHP.

**Inquiry-based learning:**

Students are presenting on their own conclusions driven by their own research questions.

**Materials:**

Cameras  
Editing software

Net books

**Resources:**

Computer lab

Vermont Standards & Grade Expectations Addressed:

**H&SS7-8:8** Students connect the past with the present by  
-Describing ways that life in the U.S and/or the world has both changed and stayed the same over time, and explaining why these changes have occurred.

**R7: 15 Generates a well-developed and grounded personal response to what is read through a variety of means and through…**  
-Comparing stories or other texts to related personal experience, prior knowledge, or other texts or ideas

**W7: 1 Students use prewriting, drafting, revising, editing, and critiquing to produce final drafts of written products.**

**W7: 6** In response to literary or informational text, students make and support analytical judgments about text by…  
-Stating and maintaining a focus (purpose), a firm judgment, or a point of view when responding to a given question  
- Using specific details and references to text or relevant citations to support focus or judgment

**W7: 8** In reports, students organize information/concepts by…

-Obtaining information from multiple locations or sources when appropriate

**W7: 9** In reports, students effectively convey a perspective on a subject by**…**  
-Stating and maintaining a focus/controlling idea  
-Writing with a sense of audience, when appropriate

File Attachments: (List here)

Rubric for Summative Assessment